THE

MASSACHUSETTS TEACHER.

[BYRON GROCE, Editor for July.]

VOL. XXVI. JULY, 1873. No. 7.

*THE CULTURE OF THE IMAGINATION.**

IF we were called upon to state, in few words, our notion of the sum of all human knowledge, and therefore of the end of all possible training, our answers would probably be widely different; but, at the end, perhaps we could do no better than to adopt the dictum of John Ruskin, that it is, To know where we are, where we are going, and what we are going to do about it. It will be easy to discover at least one source of comfort in this definition. It omits the question concerning the "origin of the species." That momentous inquiry of our day, Where did we come from? is not deemed an essential. While, then, as Mr. Froude remarks, the greatest of England's natural philosophers is gravely observing the courtships of moths and butterflies to prove the "descent of man" from an African baboon, in the schools — if we follow Mr. Ruskin's definition — we can afford to drop the question.

The last of the questions proposed, and by far the gravest connected with our existence, Where are we going, and what are we going to do about it? is within the province of the theologians to be decided. At least, if there are any doubts about the matter which can be removed, they are masters of the institutions in which information ought to be sought. But the other department of knowledge, that field of information and inquiry which centres about "Where we are," it is the particular business of the schools to control and investigate.

* Read at the Essex County Teachers' Association in 1872, and at the Middlesex Association in 1873.

I shall have the pleasure to point out what seems to me one radical defect in our school system. It concerns one power of the mind, — the psychologists are fond of calling it the noblest power, — the constructive imagination.

I do not mean the phantasy, or, as it is sometimes called, "the fancy," — ages ago, Aristotle pointed out the difference between the two, — but, rather, a higher energy of the mind; its inventive and combining power. To guide our reflections by some method more or less logical, let us make three propositions: 1st, A lively imagination is of great practical utility. 2d, There is an antecedent probability that we are not blessed with it. 3d, There is a remedy.

1st, Its utility. The Yankee notion of utility is, reputably, perhaps really, a sordid one; and if we were to be guided in our discussions by ideas gathered from the communities about us, the test question upon which would be decided the matter whether the imaging power of the mind ought or ought not to be cultivated, would be, *Will it pay?*

The constructive imagination is at the bottom of the science of mathematics. A line, is length without breadth or thickness; a point, is position without magnitude. But this line and point, from their definition, can have no material existence. They are creatures of your imagination, for they cannot occupy space. No one has made them or can see them.

If any one doubts that the explanation of the rule for finding the area of a circle can only be comprehended by the aid of the philosophic imagination, let him attempt to explain to an ordinary class of pupils the fact that the area may be found by multiplying the circumference by half the radius. He will find his explanations received as Charles Lamb says his speech was received at the "Burns Celebration." He was unfortunate enough to begin with an impossible hypothesis. He said: "Gentlemen, if Robert Burns could be present with us to-night, he —." At this point, four Scotchmen arose, one at each corner of the room, and ended the sentiment and the speech by saying that "he could n't possibly come, for he was dead"!

What is true of geometry is also true, to a considerable extent, of the whole science of quantity.

Imagination is the father of inventions. I should have been inclined to say the mother, but the wisdom of our ancestors is in the adage that *necessity* is the mother, and therefore, by reason of necessity, I make imagination masculine. . . . An inventor is one who conceives certain things to be possible, and who makes them real to others after the imaging power of his mind has made them real to him. He takes old facts and makes new combinations from them, and his philosophic imagination guides him in the matter. As with inventors, so with other discoverers in art and science. Certain facts suggest to imaginative minds certain theories, not logical necessities, but *prudentes questiones*, sagacious guesses; and theories finally develop into laws. Imaginations to begin with, facts in the end. That is the order.

The imagination is most intimately connected with all the pleasures of life that result from a cultured mind. A reader whose imaging power is feeble cannot read intelligently. The reason is, that literature, whether in prose or in poetry, is full of men and places, and of analogies; and, to the unimaginative mind, which cannot form for itself a mental image out of the words read, nothing is suggested. Some persons do not like poetry. Can there be any other reason than that they have no poetic imagination? Music appeals to the imagination. The whole effect of melody and harmony arises, I think, from certain analogies supposed to exist between certain feelings of the mind and particular sounds, — analogies which are discerned, not by the reasoning powers, but by the imaginative powers of the mind.

Certain combinations correspond, in our imagination, with the various religious emotions, and make up our sacred music; certain others to the feeling of gayety, and make up our holiday music; others to the passions which war provokes, and we call such combinations martial music. Others have a likeness to the feelings of gloom and sadness, and make up our dirges.

And more than this, there are certain vague and nameless emotions, feelings, strivings of spirit, which are too subtile and fleeting to be easily represented by words, which may be represented by combinations of musical sounds. Of such a nature are Mendelssohn's "songs without words." I have cited these instances only to say that, perhaps, all the pleasure which arises

from a thorough appreciation of music, comes to us through our ability to discern the analogies which the author has intended to present. These analogies are matters of fancy rather than of fact, and are discerned by the imagination.

The imagination is at the foundation of a religious life. Religion depends, does it not, upon our forming some proper notion of the character of God, and some ideas in reference to a life hereafter which shall be widely different from this sublunary existence. Now, a knowledge of the character of God must be vague and unsatisfactory to the most imaginative mind when governed by the wisest reason; but without imagination there is and can be *no* conception. "Canst thou by *searching* find out God?" And the hopes and fears which arise from the contemplation of the future state, can only be aroused by an appeal to the imagination.

Patriotism has for its object an imagination. What is it that give such a sacred importance to your love for this "great country, sir"? Your homes? They are no better, it is to be presumed, than other peoples' homes. The climate? A man who is in love with this climate ought to escape capital punishment on the plea of insanity. The soil? Why, the historians are particular in their defence of the Pilgrim Fathers to say that they didn't come here out of their own heads, but were driven in by a storm. The American Eagle? He's a vulgar and carrion-eating bird. The purity of the government? It's a myth. The *form* of government? All history preaches to you that it's a doubtful experiment. No, not any of these things, nor all of them combined.

Patriotism is love for an *ideal* country, and is a virtue or a vice as its object is noble or base.

It might be easily proved that the success of the lawyer, the physician, the preacher, the teacher, the statesman, the artist, depend largely upon this representative power of the mind, the constructive imagination.

But, perhaps, enough has been said to emphasize in some measure the proposition with which we began, that a lively imagination is of great practical utility. The second point is, that there is an antecedent probability that we are not in possession

of this lively imagination. And this a matter of importance, because the stream can rise no higher than its source. We cannot teach what we are not ourselves in possession of. I do not mean to say that we have no imagination, — not that — all men have some imaging power, — but only that the probability is that it has not been well trained. This probability arises from our nationality, the age in which we live, and the teachings which have formed our minds. We belong to a race whose imagination develops itself in inventions, — a very limited but useful development, and not much else. The representative Yankee has never been charged, so far as I know, with a cultivated imagination.

And we live in a practical age, the age of iron and of steam. How to go fifty miles an hour with safety, how to stop our trains within a hundred feet, how to protect our Pacific rail lines from snow, how to manage the Indians, how to hang Mr. Stokes, how to dispose of the money accruing from our bill in England, — these things and others like these divide the popular attention, all interesting and important, but unimaginative. Our teaching has probably done little for us in this matter. Let me appeal to the recollection of those of you who have walked in the shades of some American Academia. In the course of your college experience you met with professors of literature. Did you ever meet one in those boyish days who was sensible enough to direct your attention to some glowing description, and to say, if you will ponder those words until the parts delineated so carefully shall form a complete mental image, until you can see the object with distinctness, as the author saw it, you will have begun to read intelligently, and will be forming a habit that will result in unceasing delights?

You met some professors of music. Did they say to you, if you will study the design of the composer until you can discern the analogy between the thought and the sound, you will be charmed with his wonderful genius?

You met some professors of art education. Did they say to you, the sculptor whose hand fashioned this beautiful marble into a living image, had in his mind an ideal character to represent; if you can trace out the analogies between that ideal and the graceful outlines before you, your delight in the contemplation of this statue will be immeasurably increased?

And generally, in the colleges and the lower schools, did you find teachers whose own imaginations were so energetic in their action that they were able to stimulate and to direct your own? Did they make a wise and faithful effort to draw out and strengthen this noblest faculty of your mind? If not, and I think all these questions must be answered in the negative, then it follows that your teachings have done little for you in this particular.

And, third, there is a remedy. We learn to imagine well, as we learn to swim well, — by trying it. In learning to swim, the thing to be desired is that we should see some one in the water who knows how: should watch his motions till we thoroughly comprehend them; and the next thing is, to get in and strike out for ourselves.

In training the imagination, the thing to be desired is that our minds should be directed to the efforts of those who have imagined well; and after we can appreciate their efforts, that we should attempt to follow them. By this method we study the sciences, the arts and literature.

All the ideals of life are progressive: they improve by culture. This improvement can be more easily illustrated than explained. Imagine a flat-footed barbarian from Patagonia to be walking in the streets of Boston. As he passes the entrance to some cigar-shop his eye is caught by the wooden image which disfigures the doorway. That image introduces him to the world of art. He gazes at it with stupid satisfaction. To his eye it is perfect, and he will not imagine that it could be improved. But conceive of another man — one a little higher in the scale of humanity, a semi-barbarian — to be regarding the same figure. Suppose him to have a little critical knowledge of the "human form divine," by reason of his having been a boot-maker. His admiration of the figure will be great, perhaps, but he will see that the feet are out of proportion.

Conceive of another who has been a hatter. He will see that the head is big enough to make a cheese-box, though, to him, the feet may be well enough. And so you may imagine many men, with different degrees of familiarity with the human form, to be gazing upon the image, and each will have his own criticism to make.

Among the last, will be the anatomist, who will discover that not a single muscle has been properly located; the phrenologist, to whom all the bumps will be absurdities; the physiognomist, to whom the face will be a soulless monstrosity; and the sculptor, to whom the whole image will seem to be a staring and hideous outrage. Now, as children, we enter the fields of science and literature with untrained imaginations; we gaze upon theories and words with the untutored gaze which the Patagonian bestows upon the image, and we need to be trained to a discernment and cultivation of taste. By "taste" is meant that we must have proper ideals in mind with which to compare the images before us. Is it not incumbent upon us, then, as teachers, to guide so far as we can — and probably that will not be very far — the imaginations of our pupils by furnishing them these ideals? In literature — for in the schools we have more to do with literature than with any other of the fine arts — can we not direct our own attention, and that of our disciples, to the *best* models? In fiction, can we not show them the difference between the distorted impossibilities of Sylvanus Cobb and the portraitures of Charles Dickens?

Can we not cultivate a taste for poetry, even if we have to exchange a little algebra for it? Not rhymes about mountains and fountains and daisies and daffodils, but the imagery of Milton and Coleridge and Wordsworth; or, if you will, of Whittier and Lowell and Bryant?

If we turn our scholars out into the world without making an effort to arouse this noblest power of the mind, it seems to me that we shall be dismissing them with a benediction of this sort:

"You are entering a world of labor and disappointment, and it is likely that hereafter your soul and body will become wearied with toil. Failures and misfortunes, since they come upon all men, will come upon you also. If, by reason of strength, you live fourscore years, their strength will be found labor and sorrow. To compensate for these evils, there is an ideal world of sculpture, of architecture, of poetry, of music, of love, of religion. They appeal to the highest power of your mind, and, in the exercise of that power, you will find your greatest satisfaction. Poetry is full of imaginations; and if we had not been obliged to

spend so much time in teaching you to measure the hexameters of Virgil correctly, we might have presented to you some of the magnificent similes of John Milton. Sculpture is full of ideal beauty; and if you had not taken so much time to comprehend the fact that the three angles of a triangle equal two right angles, we might have given you some imaginative training that would have brought to you much pleasure in your contemplation of the outlines of beautiful marbles. Music could have charmed away your cares, but we have to teach you to find a coefficient for the third term of the higher powers of binomials, and therefore we could not attend to it. Love is a noble or an ignoble thing, as its ideal is base or exalted. We could, perhaps, have given you an introduction to some pure and noble characters of history and romance, so that your ideals would have been elevated and your love would have become the most glorious fact of your life next to your hope of heaven. If you know nothing about the analysis of character, be comforted that you know the fact demonstrated by John Kepler, that the radius vector passes over equal areas in equal times.

"In a word, in the world you will live two lives, — a material and outward life, and a dream-life. Of these, the latter is vastly the more important, and we might have done something towards filling your life with beautiful dreams by presenting to your mind some of the noblest ideals. In lieu of this, be cheered by the reflection, that you know the atomic theory, that you have learned how long to stop at a period, and that at particular junctures you can determine whether to turn your voice up or down."

"To Newton and to Newton's dog Diamond," said Carlyle, "what a different pair of universes"! Why different? They sat in the same room and regarded the world through the same window. Very probably the focal power of the eyes of both was the same; but one looked with a mind that had no constructive power; the other gazed out in the exercise of a mighty power, trained to an intensity and energy of action so great that the world still wonders, — a philosophic imagination!

W. G. Sperry.

AN EXPERIMENT.

NATURAL history finds no place in the curriculum of study in our schools (in P.), except in the High School, in the subject of botany. The High School teachers are not specially scientific in their tastes, and natural history furnishes to none of them the attractiveness or congeniality that literature or mathematics would afford.

Yet, moved by many motives which space forbids mentioning, we have organized a Society of Natural History. It is a voluntary organization. It has its by-laws, drawn up by a committee of members, crude but satisfactory. It admits anybody, in school or out, who will pay ten cents and sign its rules. Its object is, primarily, to collect and preserve specimens of all the plants in the limits of the town. But secondarily, exercise and pleasure are its objects. The observation and collection of minerals, insects, etc., furnishes a further attraction.

It has a president, vice-president, treasurer, two recording and one corresponding secretary, an executive committee, a cabinet committee, and a librarian; and thus far all except the librarian have had employment. It requires an excursion every Wednesday afternoon, for which the executive committee arrange, and in which every member must unite or present some specimen of real value to the cabinet or pay a small fine. It keeps a careful record of all its doings and excursions, and means to get help wherever it can.

It has not yet attracted many persons of mature years to its ranks, but it has called in members from outside the school, and its influence is just beginning.

All will recognize the difficulties attending such a society, but the result is worth the care. We hire a large team, or use the horse or steam cars, or go on foot, to reach our fields of work. We take bottles, knives, baskets, a hammer, and other implements for collection, botany cases if convenient, a book for pressing, or whatever can be easily obtained, — to be carried by different members, or by each member; rubbers and old clothes for all.

We laugh and talk, and hammer stone walls, and dig roots and search meadows ; we climb hills, struggle through brambles, and find rich reward for our search. We hunt for crabs on the beach and chase butterflies in the field, and drink fresh water from the springs. In short, we have a good time, *and* study natural history. We carry text-books sometimes, we read in the library at others ; what one learns is common property. If the afternoon of Wednesday is rainy, we spend it in the school-room examining and studying specimens. The town gives us a cabinet, and the scientific society in the neighboring city loans us a box of representative insects and other specimens of interest.

The society has collected but little except in botany. But everything is fish that comes to our nets. We have several crabs in alcohol, star-fish, sand-skippers, a lizard, a frog, shells and seaweeds, butterflies and insects, minerals, and some last year's birds' nests, — we are too pitiful to take the new ones. The cabinet has had some gifts of minerals and curiosities, and it asks and expects more.

Its members get tired and do not feel like listening to lectures after their long tramp, but they hear patiently a few words from their president, and ask and answer many questions. But they have rosy cheeks and broadening chests, and they know there is a world to observe, more clearly than they have ever known it before. They all like it ; and, although not so scientifically inclined as born naturalists would be, answer, we think, every reasonable expectation. If they will learn to observe, compare, and classify, we think it may help them to buy sugar and cotton cloth, coffee and ribbons, when they become merchants ; and likewise to keep these things in order. And who knows but that one of our uneasy boys or meek and gentle girls may find a life path open from among the hills of our excursions ?

We could write much more of what we have seen and what we see ahead ; of what we have done and what we intend to do. We have not tried to make the whole operation clear in these pages, but to us our experiment looks like a success. We do not think it more particularly suited for trial in High than in Grammar, or even Primary Schools. And we are very sure that in the latter something of the sort might be an invigorating

auxiliary to the *study* of the *alphabet*, which is the alternate horror with folded arms and stiffened necks, in so many of our Primary Schools. B. G.

NATURAL AND ARTIFICIAL METHODS IN EDUCATION.

EDUCATION is made up of three grand divisions. First, *Instruction*, or knowledge communicated to the intellect. Second, *Training*, or exercise of the faculties. Third, *Development*, or education in its special meaning, — the unfolding of the whole nature of man.

Does not an examination of the facts show that our methods of education as yet have not reached the point at which they aim? They do not constitute an art. Education will become an art when a person of average capacity shall be able to teach all scholars of average capacity, so that at the end of their course they shall really *know* the thing taught in that course. How can this be done? I answer, by *following the method of nature* in teaching. How does the dear mother do all her difficult work so thoroughly? What is her method?

First, She mixes nine parts of pleasure and one of pain, nine of hope and one of fear, in her system. We do just the opposite in ours. We imagine the child is not studying if it is having a good time. In nature's school, it is only studying *when* it is happy; it only works when it is at play. See the little child at play, or perhaps at what its mother calls mischief, — it is trying to make its shoe swim in a basin of water. Stop, mamma! don't scold; it is learning a lesson in hydrostatics. What! it has broken the window with its ball, and stands abashed at that mystery of broken glass. Well, it was becoming acquainted with the nature of an elastic body, and by accident has learned what is cohesive and what frangible. It is digging in the mud; you call it play, but you never worked half as hard in what you call your study; that is, you never put your faculties into anything with such intensity and concentration as that child is now doing. He is learning the properties of matter. To be sure, he does not

learn all the fine words that designate these properties, but he learns the *things* with delight in nature's school. By and by in ours he shall learn their *names* with disgust and difficulty.

Observe, that nature trains while she teaches; she disciplines the powers while she imparts information to the intellect. We are too analytic; we teach only the memory. Her synthetic method has great advantages over our analytic one. It is more vital, lively, interesting. It brings the pupil into contact with a living and real world of substance, — not a dead world of words.

Happy child! the roof of whose school-room is the blue heaven, with its drifting clouds and mellow tints of sunrise, and glories of evening; whose bench is the soft grass, the gray stone, the limb of the apple-tree; whose books are all illustrated with moving, living forms, waving trees, dewy leaves, wild flowers, all varieties of birds and insects and fishes and animals. How fast he learns! finding "tongues in trees, books in the running brooks, sermons in stones, and good in everything."

"Well," but you may say, "what are we going to do about it? Shall we shut up our schools, and send the children out into the fields to run about at random?" No! but patiently study the methods of nature and copy her principles, instead of going in direct opposition to them. Don't drive the children by force or fear; lead them by the attraction of joy. "Ah!" but you say, "children must learn application, — must learn to work. They cannot always find study pleasant; it must be unpleasant often, and so it is a discipline."

This is the old mistake of thinking that *hard* work must necessarily be *unpleasant* work. I do not propose that boys and girls should spend their time in play; but I propose to use the principle involved in play in acquiring knowledge. The principle I contend for is sometimes introduced into schools, but only occasionally, and as though it ought not to be often permitted, — as if it was all wrong, I suppose, because it was interesting; because it was like play. In short, it was a natural mode of study, and so not to be tolerated. Perhaps the dreadful principle of emulation was encouraged by it.

I am free to confess myself such a heretic to modern notions as to believe fully in emulation, as applied in teaching. We *do*

apply it; we can't help applying it. The question only is, *how?* The difference, in my opinion, between the use and abuse of this faculty is in making the prize of excellence merely transient, and not permanent. Let the reward of excellence be the natural reward, the momentary sense and recognition that one *has* excelled. Do not offer prizes, which are to remain and feed vanity. Do not have *marks* for every exercise, to be added up each day and kept from month to month, to determine who is to have the highest rank at the end of the year. Such things make children unnaturally and precociously attentive to their own interests, — make them selfish and mercenary; but let the reward be momentary, as when boys choose sides and play ball, and exert themselves for victory, as if the success of their life depended on it. But the game once over, there is an end. They will have forgotten to-morrow which side won.

I utterly abhor the system followed in some colleges, where everything goes to rank, — where recitations, behavior, presence at prayers, all are laid up for the final decision at the end of four years, and so some of the gentle youth are made unnaturally calculating, cautious, prudent, and are devoured by an envious and grasping ambition, — and others are equally made reckless and become discouraged. There is, however, a serious objection to this natural method which ought to be met.

"You propose to us," says one, "to make all study agreeable, to make education as interesting to children as play. You cannot do so, and you ought not to do so. Part of education is the discipline of self-denial, — it is denial of present pleasure for future good, — it is doing disagreeable things cheerfully, — it is doing not only hard work, but unpleasant work. There are a great many unpleasant labors before children in the world, for which they ought to be prepared; and for which they will not be prepared if they are taught in youth on the principle that all study must be like play." That is the objection, stated as strongly as I know how to state it.

I reply, however, that if there is a great deal to be done by children which is unpleasant, I do not expect to make *that* agreeable. Not that which *cannot* be made interesting, but that which *can* I try to make so.

If, however, you think that some good discipline comes to a child by having that study made stupid and hateful, which might be made attractive and pleasant, I differ from you. God, also, differs from you, I am inclined to think; He does not seem to think that the proper outfit for a life of pain is pain, — He has thought joy the best preparation for it. A joyful childhood is the best preparation for an earnest manhood.

Play does not exclude discipline, but usually includes it. Nor does play exclude drudgery. When you go home to-day, you will perhaps find your boy hard at work, whittling a stick into shape for a fishing-pole. He has been at it for an hour or two, and hard work it has been; but he has persevered bravely, so that he may be ready to go fishing to-morrow. So, you see, that if we make study partake of the interest of play, we shall not exclude hard work, nor drudgery, nor discipline, nor self-denial. As to self-denial, observe the young men of a boat-crew training for a match.

They are studiously temperate or abstinent; they flee all college excesses; they renounce coffee, tobacco, wine, cake, and pastry; they go early to bed at regular hours; and, in short, lead the lives of anchorites. All of their own accord, for an end, — to win a temporal crown. Make study as interesting, make knowledge as attractive, and you will obtain like results.

If, now, we pass from Instruction to Training, it is surprising how few of the faculties have hitherto received any discipline. Verbal memory has been cultivated; the power of calculation also; but the perceptive organs have been much neglected. Nature's method will correct this.

How good it is when the teacher gives lessons in the open air, — taking a walk with his class; guiding their minds, helping them to look, teaching them how to observe nature, and giving them that vital interest which comes from contact with things themselves, instead of with their names in books.

The child who has found a group of harebells or a beautiful orchid never forgets them.

The class which has seen Jupiter and his moons through the telescope, or which has studied out the constellations by its teacher's side during a summer's evening, has acquired a taste for knowledge which the dead letters in books can never give.

But the highest object of education is development; drawing out and unfolding the whole nature, physical, intellectual, moral, and spiritual. All things else come easily when the soul of man is well developed.

An intelligent mind will learn everything easily, judge everything correctly. Develop the intelligence, arouse and quicken the understanding, O teacher! and you have done the main work. In like manner awaken the moral nature, by the love of what is noble, generous, great, pure, and moral conduct follows easily.

Mere teaching cannot convey a sentiment. It is experience which awakens it.

Until we see the loveliness of God, we cannot love Him. So the good teacher, who paints in colors drawn from real life all that is good and true and fair, is awakening faculties, by which the children shall be enabled, having loved men whom they have seen, finally to love God whom they have not seen.

So education shall at last become a high art, based on a true science of human nature. Then the true teacher shall be found to be one of the noblest benefactors of his race, — the best follower of Him who asked that little children might come to Him.

JAMES FREEMAN CLARKE.

CHIPS.

1. I TOOK up school-keeping lightly, and with too much self-confidence (and, also, because I needed the money). Anybody would do for the small ones, they said. How can they think so? A sense of incapacity weighs upon me more and more each day of school-life. When one of these little children looks up into my face in such an innocent, confiding way, I feel, as it were, very close to its soul, — it really seems as if you could see the soul of a little child through its eyes, — and I think, O, you precious immortal, how shall such a bungler as I dare to try my skill on you? It is a very solemn thing to help in giving even one young life its first direction. Every impression tells. Think of that! Every

look, every word, every action! Anybody will do for the small ones? Instead of anybody, read nobody. It needs a seraph. I believe that the wisest and best, and most angelic, and most beautiful-looking persons in the land ought to be picked out and educated into teachers for the little children. And they ought to be ordained and set apart for their calling, and consider it a sacred one.

Why, I find that even to teach young scholars like mine, a person should possess every one of the Christian virtues, and know something of every branch of knowledge under the sun! My ignorance encompasseth me like a wall, and I am brought up square against it constantly. I need to be acquainted with botany, astronomy, geology, theology, physiology, the habits of every living creature, the science of education, — especially of *heart*-education, — and the history of all noble lives. — *"Lucy Maria," in Mrs. Diaz's Hearth and Home Serial.*

2. "Don't keep 'em too tight! When the tea-kettle biles too hard, my woman has to take the cover off. 'T won't do to press it down, — it's agin natur, you see." — *Deacon Ramsdill, in Judd's "Margaret."*

3. "Encouragement to good should altogether predominate over warning and fault-finding. Above all things, an invariable rule in moral education is, not to throw a child upon self-defence. The movement towards defending one's self and making excuses, is worse than almost any act of overt wrong." — *Elizabeth P. Peabody.*

4. "If a boy at the end of his school-days has learned how to study, if he has acquired mental, moral, and physical self-control, his career is a success, no matter how many or how few *things* he knows. Of all the knowledge learned, he may have forgotten the greater part; but the wisdom which that learning brought him is his inalienable estate. You must be content to lodge the seed; for April rain and May sunshine are necessary to bring it to perfect fruitage. You may drive the nail, but time alone can clinch it." — *Gail Hamilton.*

5. The first thing to be aimed at in language is, that it shall be clearly understood.

It is not necessary to go out of one's own language to teach etymology. I take such words as *funny*, *kindly*, *sweetly*, and ask from what words these are derived.

"What does *agreeable* mean?" "Something we like," said a little boy, one day in summer, to this question.

"Does every one like the same things?" — "No." — "Then something may be agreeable to you that is not so to me." — "Yes." — "Can you now think what the word is made from?"

They could not tell.

"A thing agrees with something in me that does not agree with something in you; perhaps I do not like the perfume of a narcissus. It does not agree with my sense of smell, but it agrees with some people's sense of smell."

They were pleased with this, and saw that *agree* was the word.

Such lessons as these I am teased for continually. — *Mrs. Horace Mann.*

(If such lessons were more common, the High Schools would suffer less because pupils cannot comprehend the language of text-books. — ED.)

DECLAMATION.

THIS is our latest method. The reading-book is opened to some speech, — by Webster, for example.

The first two or three paragraphs are assigned to a good speaker; the remainder of the piece is given out in portions of quite moderate length to other boys of varying power. Other pieces are thus assigned to the remainder of the boys, to be studied three weeks, more or less: 1, to commit their portion; 2, to read carefully a number of times the *whole* piece; 3, to study the life of the author; and 4, to learn the circumstances attending the original delivery of the oration. (Attention is called to the duty of reviewing the piece, now and then during the succeeding interval, in order that forgetfulness may not be an excuse.)

We devote about two hours of Wednesday to general exercises. At the appointed time, each boy is called to the desk, or sent to the assistant to repeat his lines, give an account of the author and the circumstances, etc. If not perfect, he is called daily till his task is learned. At the close of this private exercise, — if at the beginning of a term, — we give instruction on the following points: —

1. Coming to, and leaving the platform.
2. Bowing.
3. Position of body, hands, and feet.
4. Management of the eyes and head.
5. A few simple forms of hand movement.

We give this general instruction to all, exemplifying correctness and errors. We talk about each piece a few minutes, — perhaps reading passages from some, and giving a few hints, not so many as to encumber the memory, — and assign another week for further study, saying, perhaps: "Boys, you now have the words; you know the author and the circumstances of his oration; the next thing is to study the spirit. After bowing, you are to represent Webster. Let us see, now, how closely you can copy what you think would have been his manner on this occasion. Of course you cannot copy that of which you have no idea. Your work for this week, when you are walking in the street, or after you wake in the morning, or when you are at leisure, is to think of the sentiment and get at the spirit of this piece."

In a week we call upon the boys to speak. Having assigned the opening paragraphs to a good speaker, we have a good model for the rest to follow. We try to make it, as it were, a class exercise, without breaking in upon the harmony of feeling, which is quite as necessary here as in any exercise we know, — 1, by praising, if possible. "Your opening was good." "I think Webster would have given it thus." 2, by criticism, — suggestive rather than fault-finding, — "Do you think his idea was this, or that?" "He must have had in mind such and such thoughts." 3, by doing it for them to a limited extent. 4, and, particularly, by showing how Webster's mind ruled his body, and his thoughts and power were evident in his eyes, and head, and HANDS.

The succeeding boys try hard to come up to the standard of the first.

We cannot get through all the pieces in the time. We assign the remainder to the next week, and then finish in the same manner, suggesting and assisting. We now give one week more for study, calling attention occasionally to the work, and at the end of the sixth week from the beginning we have a public day, inviting parents and friends; or we go through the pieces without special comment, expecting an improved and finished delivery, and then assign a new piece for three weeks from that time.

This makes two pieces in a term of twelve weeks. It is enough in the press of other duties. B. G.

THE STUDY OF ENGLISH LITERATURE.—"What a study may Shakespeare alone be made by any one who will devote his mind to him reverently and carefully! From the Passionate Pilgrim and the Sonnets, to Lear and Hamlet and Antony and Cleopatra, the observation of the variety and advance, in a style always admirable, up to the splendor and consummate beauty exhibited in the later plays, is alone a study for a life. A munificent and accomplished nobleman, Lord Charles Russell, has, by the wise liberality which dictated the foundation of his Shakespeare medal at Harrow, secured that at least at one great English public school the boys may be stimulated in youth to an exact and scholar-like acquaintance with the poet whom age will show them to be the greatest in the world. But Chaucer and Ben Jonson, Milton and Spenser, Pope and Gray, Burns and Wordsworth, are all worthy of, and will all repay the closest, most accurate and long-continued study. Possibly the list might be increased — it ought to be, by the addition of at least as many names from the writers of English prose. At present English scholarship is in its infancy, but I hope to see the day when it will be greatly developed, for I am sure its development will be widely and purely beneficial." — *Sir John Duke Coleridge.*

THE STUDY OF LANGUAGES. — "That the mother-tongue ought to be studied thoroughly, not only in the ready power of written and spoken expression, but, as far as may be, in the way of philosophical anatomy and literary history is indispensable; but no foreign language, whether ancient or modern, living or dead, forms, under all circumstances, an essential and imperative branch of a good education. The convenience or utility, and in certain cases the necessity, of acquiring a foreign tongue arises out of purely accidental circumstances. Some of the greatest nations, and many of the most distinguished men, have used no language but that which they drew in with their mothers' milk. The Greeks were great travellers; but one never gets a hint that they knew or seriously studied any language but their own."—*Prof. Blackie* (*Prof. of Greek in the University of Edinburgh*).

Resident Editor's Department.

NATURE.

"To read and write," says Dogberry, "comes by nature." I can't say that I agree with the "learned justicer" entirely, though I recollect being told by a young lady, whose pupils did n't read very well, that she had no *natural* readers; and, if they were not so, it was impossible to make them read well. I said to her, that it might be so for aught I knew; but I was puzzled to account for that strange "dispensation of Providence" by which all the *natural* readers were put in the next district, and none in hers.

But this profound utterance of Dogberry, which the young lady either got from him, or inferred from her own experience, does contain an element of truth which is frequently overlooked by teachers. Nature does more for some than for others, and it does a *great deal* for all, if we work in accordance with its dictates. We often seek to hasten its processes, and wish to gather the ripened fruit when we have but just sown the seed. It must have time for growth, and opportunities for exposure to other influences. Teachers are too apt, after making their pupils familiar with a principle, — in arithmetic or grammar, for example, — to test their knowledge of it by putting it into some difficult problem which is above their comprehension. They fail, of course, to solve it; and it is inferred that the *principle* was not understood. Many of the failures in arithmetic are due, not to ignorance of methods of arithmetical computation, but to the fact that the pupil is unable to understand the conditions. Illustrate the principle in a great number of easy examples, and trust to *nature* — to growth and development — for the power to apply it in more difficult problems. The same principle, by which he solves the simple problems of childhood, will, when he becomes a man, be readily applied to more complex conditions, without further aid.

We give another instalment, in this number, of the doings of the Massachusetts Classical Teachers' Association. The report is much fuller than we had anticipated; but as the remarks of the several speakers have been mostly written out by themselves, we are sure we could not fill our pages with more interesting matter. The report, in fact, is a series of short articles on some of the most practical questions

of the day, by the best educators in our High Schools and colleges. There seems, also, a special reason for circulating the doings of this Association, since they are not in the habit, like the American Institute of Instruction, and the National Teachers' Association, of issuing a report of their doings in a book form.

MR. NATHANIEL HILLS, OF LYNN.

I see no necessity for any radical change in our High School course of instruction to meet the especial wants of girls.

A good systematic, progressive course is what is needed for both sexes. There are two objects to be aimed at in planning a curriculum for our schools: 1st. Mental discipline; 2d. The acquisition of knowledge. Whatever course will best secure these two objects will be the most desirable.

In the school with which for several years I have been connected, there has been no special course for the girls. Both sexes are in the same classes. If the boys study mathematics, so do the girls. Young ladies have been in the classes with the boys in trigonometry and surveying, and have had the same practical exercises with the quadrant and surveyor's compass in the field, and have always succeeded well. French is required, and boys study the same amount as the girls. We, in Lynn, never have many who choose Greek. But of the sixteen now in that study, eight (8) are girls. Of the four young ladies just alluded to, now in the College at Middletown, one at least was educated with the master of the High School at Haverhill. Therefore I see no need of any particular course for girls, but believe that what in our schools is good for boys, is equally good for girls.

Messrs. Perkins of Lawrence, and Reed of New Bedford, also participated in the debate.

At 3.45 the question, "Is it expedient to enlarge the range of requirements for admission to College?" was taken up.

MR. L. R. WILLISTON, OF CAMBRIDGE,

After giving a history of the requirements for Harvard College since its foundation, remarked that in the range of studies required there had been very little change from the earliest time, when the college was only the nursery of the church. Now its aim is to teach all knowledge. He combated the idea that the end of a course of study is mere mental discipline. It was rather knowledge itself, and the lessons of truth involved in it. A course of study should therefore expand as the realm of knowledge expands, and the preparatory course should be proportioned and suited to what comes after. The colleges, at least it is true of Harvard College, have been gradually changing their courses of study, admitting more and more new branches, and endeavoring in some degree to keep pace with the progress of knowledge in all departments. They have become crowded, because they are obliged to teach the alphabet of science as well as its latest results. It has become necessary for the sake of relief, therefore, to place a larger portion of this elementary teaching in the preparatory course. It is Nature's method of education, to

teach in childhood many things at once. The elements of all knowledge should be carried on side by side. A natural course of education is broadest at the beginning, and narrows only when special tastes are developed. In a German gymnasium a boy of fifteen has lessons every week in Latin, Greek, French, German, English, Arithmetic, Algebra, Geometry, History, Religion, Geography, Botany, Physics, Drawing, Singing, and Gymnastics. Besides, one branch sheds light upon others, and a boy will find it easier to learn several related branches of knowledge side by side, than at long intervals apart. Furthermore, by the present system a boy who has given years of exclusive attention to the required studies of Latin, Greek, and Mathematics, has his observing faculties so untrained, is so ignorant of the common phenomena of Nature, that he is unfitted to pursue with advantage in college those sciences which depend upon observation. He then is taught the laws of phenomena which he has never observed, but which his college instruction presupposes some acquaintance with. Without a proper basis, therefore, he loses a great part of the benefit of his instruction. The present preparatory course of study is defective also on the side of language, in that it fails to require some systematic study of the English language, in its history, relations, formations, and etymological meaning, and still more in its literature. The value of the study of the ancient tongues is chiefly linguistic, not literary. Only so far as they help to explain and illustrate our own tongue can their retention be justified. The French, too, should come in with the Latin, as the historical link connecting it with the English.

English and American history should also be required. The college should not be obliged to lower its teaching in this department to the needs of those who are utterly ignorant of its simplest outline.

The studies, therefore, which the writer advocated placing in the preparatory course in addition to the present, were the *elements* of those natural sciences with the phenomena of which a boy's observation should be most familiar, as Physics, — omitting Sound, Light, and Electricity, — Astronomy, Botany, English, French, and English and American History.

As to the additional time required for this enlarged course, Mr. W. expressed the belief that time must be gained in better methods and greater economy in early education. A wise method must run through the whole education of a boy from beginning to end. He should be ready for the High School at twelve or thirteen. The High School course would require five years, in which — allowing three lessons daily — Latin would extend throughout the course; Greek and French occupy three years each; Mathematics, two years, Science one, and English and History one. In addition there should be frequent exercises in reading, memorizing prose or verse, composition, and drawing. Such a course is not as severe as is required in the German schools, and it is believed not too much to expect even in America. The College must move before the lower schools. They will accommodate themselves to whatever standard it sets.

This matter of requirements for admission to College is one of great practical moment to teachers of High Schools. The law requires us to prepare boys for College, subjecting us to any demand whatever that may be made

upon that side, while the School Committees, on the other, may require of us any amount of work which belongs more properly to the Grammar Schools; and all to be done within the four years. We are between the upper and nether millstones.

It seems to me that the State should see to it that its requirements can be accomplished, and that it should exercise some supervision over courses of study, from the Primary School to the College.

The "second" preparatory course for Harvard has made a great stride in the subject of mathematics, but I think should have demanded something substantial in the English language and literature.

MR. WILLIAM G. NOWELL, OF MALDEN,

Said that he would not only exclude arithmetic from High School, but put some algebra and elements of geometry into Grammar Schools, that scholars in that grade may have mathematics in a somewhat abstract form. It is desirable that these branches be taken side by side with practical arithmetic, and he would accomplish that result in this way. The time is not most profitably put to account in the grammar grade. He urged the introduction of botany there two or three years below the High School, and of crystallography in connection with geometry and drawing; and deemed it a serious flaw in courses of study that did not train boys fitting for college in studies suited to develop their perception of form and other characteristics of outward nature, and acquaint them, by means of the better classified sciences, with her laws. He would welcome such additions to present preparatory courses as would supply the deficiency. Yet after making the grammar grade truly introductory to the High School, if the requirements for college admission were to be increased, as it ought, by these scientific studies, by French and, possibly, by German, the only way out from between pressure above and below was through extension of High School courses to five years. Extension is desirable on other accounts.

(Subsequently — after Mr. Williston's statements as to practicableness of proposed increase):—He thought a plan of enlarged requirements practicable, and cited in evidence two boys sent to college, who filled the bill presented by Mr. Higginson, in an essay on An Old Latin Text Book, and who entered before sixteen years of age; one, now sophomore, holding the head of his class thus far. Girls also are capable of as much work, if they live healthily, and their work is rightly divided; he illustrated by two who at fourteen were in Greek Lessons, had done Chemistry, and were studying also Trigonometry, Latin, and French. If there can be the requisite number of teachers in High Schools, boys and girls can accomplish the additional work proposed.

Mr. Perkins of Lawrence remarked that it was not uncommon in his school for pupils to complete the required course and graduate at sixteen, and that the requirements for admission to college might be increased.

MR. A. E. GIBBS, OF WESTFIELD,

Said that the average boy of sixteen was not old enough to possess the necessary mental caliber to understand and appreciate the work which he ought

to perform before he leaves the High School, nor is he sufficiently mature either mentally or physically to enter upon his collegiate studies with the power of study and comprehension, which will enable him to obtain the greatest possible good from his connection with the college. We in Western Massachusetts consider a boy young enough if he is ready to enter college at eighteen. The opinion of the community sustains us in arranging our school course so as to retain boys until that age. A trustee of Amherst College, having a son in the Westfield High School, who was likely to complete the school course at seventeen, took him out of school and sent him to Germany for a year, saying that he did not wish his son to enter college before he was eighteen years of age.

At 9½ A. M., Saturday, the Association again assembled and was called to order by the President. The Committee on nominations reported for election as officers for the ensuing year, the following: President, A. C. Perkins, of Somerville; Vice-Presidents, Charles Hammond, of Monson, M. C. Stebbins, of Springfield, A. H. Davis, of Worcester, J. C. Parsons, of Waltham; Treasurer and Recording Secretary, W. F. Bradbury, of Cambridge; Corresponding Secretary, T. H. Kimpton, of Chicopee. These gentlemen were subsequently elected by ballot. The Treasurer's report was accepted, and placed on file.

MR. M. C. STEBBINS, OF SPRINGFIELD,

Then read a paper on "Optional Studies in High Schools." He remarked that in the arrangement of courses of study, there are two things to be considered. First: The majority of the pupils in our High Schools do not pursue any course of study beyond these schools. Second: Of those who continue their systematic education, by far the larger portion take a collegiate or normal course; a few enter the Technical or Scientific schools. So far as the latter are concerned, the requirements for admission to college, or to the other institutions, substantially settle their course of preparatory study. As the courses of study in the Scientific and Technical Schools are *special*, the preparatory course should, as far as possible, be broad and general, and little or no option should be left to the pupil in the choice of his studies. For those pupils, who, rather late in their course, decide to fit themselves for higher courses of study, every facility possible should be given to select studies suited to their purpose. But most parents and children have inadequate and false ideas of the nature and objects of education as contemplated by the public school system. They assume that it is the province of the school to fit the pupil for some *special* business. They leave out of view the relation of the development and culture of the pupil to the well-being of society, — the fundamental idea, — that upon which rests the right to appropriate a portion of every man's property, without asking his leave, to the maintenance of schools open to every child in the community. And again, many pupils, if allowed to choose, would make their election of studies for insufficient reasons, such as dislike to a particular study, or their ideas of its utility, or their own unwillingness to put forth vigorous mental effort. For such there is nothing better than a *fixed* course of study.

Then, again, there is danger, if much option is allowed, that instability will be practically encouraged. A great many students spend their school and collegiate days in *flopping around* from one thing to another, and after graduating, keep at their old business all the rest of their days. Another difficulty in allowing too much license in optional studies, is that it necessitates a multiplication of teachers, and thus produces a tendency to the employment of *cheaper*, and therefore *poorer* teachers, or of a subdivision of time and labor of the teachers. This would reduce the public school to the grade of the majority of private schools.

In no other way have our public schools gained so much as by the system of classification, and the adoption of definite courses of study. To a certain class of scholars, however, and to many parents, it seems quite desirable that there should be some range of selection of studies. A judicious regard for this desire would conciliate a measure of good will, and allure some into the public schools who would otherwise be kept aloof. Therefore, in those High Schools where students are fitted for college, there should be two well-defined courses of study, an English and a classical, and perfect liberty of choice between these two on the part of the pupil. Practically, there would be little difficulty in allowing a third course made up of selections from these two. Special elective studies might be assigned to different years, which might also be taken as additional by the more capable scholars. If, in addition, the promotion of pupils is encouraged by allowing them to take studies in advance, about all will be done in the way of accommodation that is possible without the sacrifice of efficiency.

This latitude, however, is simply a concession to a public opinion that seems excessively utilitarian. An effort should be made to keep the pupils to the more progressive and broader courses. The place of a study in the course is of great practical importance. For example, if book-keeping is put into the first year, the result will be that many boys who come from the Grammar Schools, with the notion that a little knowledge of this art is all that is wanting to complete a business education, will find the conditions favorable to confirm their impressions, and will hasten to the end of their studies and go out to seek a fortune; but if this branch is put into the third year, there will be some chance that more sensible views will be gained, that a love for study and a desire to be something better than a money-getter will have taken root.

Definite and well arranged courses are essential to the highest efficiency of our schools, and have a vital relation to the greatest good of the pupils; while the introduction of optional studies should be regarded as a supplementary provision, attended with dangers, and therefore to be constantly and wisely guarded.

MR. M. G. DANIELL, OF THE ROXBURY LATIN SCHOOL,

Said that few scholars of the High School age are capable of judging for themselves as to what studies they ought to pursue, and, when an option is presented to them, their decision, more likely than not, is made on some momentary impulse or passing fancy. Many will select this or that study because some intimate friend is going to take it, or because it promises to be easy, or

for any other trivial reason. The choice may be a wise one or a foolish one, but in either case it is accidentally so. It is certainly one serious objection to the elective system in colleges that the average student may not know what is really best for him. The objection, if valid, applies with still greater force to High Schools, where pupils have less maturity and experience to aid their judgment. Parents may decide more judiciously, but in general, I think, the choice is virtually left to the children or to the teacher.

School committees and teachers must be presumed to know the results of the best thought and discussion on the subject of education, and to themit belongs, and should belong, to lay out the scheme of High School study so as best to meet the wants of the mass of pupils. When the course is thus laid down, let it be rigidly adhered to.

There is a great deal of opposition to Latin as a required study in High Schools. The outcry against classical study has left people more in doubt than they used to be as to the utility of Latin. Pupils should be encouraged by all means to study Latin; if for no other reason, at least because of the greater command it gives them over their native tongue. The value of translation from Latin in this one particular was amply shown in yesterday's discussion. The disciplinary value of Latin is shown by the testimony of many men whose sole interest lies with purely technical education. President Runkle of the Massachusetts Institute of Technology once said that he should be glad if Latin could be made a requisite for admission to that institution. President Thompson of the Worcester Industrial School said substantially the same thing to me yesterday. Both these gentlemen bear emphatic testimony to the fact that boys who come to them after having had some training in Latin are greatly superior to those whose previous training has been wholly in English studies. Let us hope that the day is far distant when Latin shall be banished from the High School. Better would it be if it could be made a required study in a certain portion of every High School course.

MR. PARSONS, OF WALTHAM,

Spoke briefly of the importance of the question, at what stage of our school education the necessary foundations of learning should be considered as established, and freedom be allowed for individual development. As the custom is, we have no alternative. So many branches are included in our High School courses, that option must be allowed.

MR. R. F. LEIGHTON, OF MELROSE.

Although I agree mainly with the suggestions offered, and the paper, and should certainly d sire to have the course of study fixed for the first year at least, and have Latin compulsory, yet after that time I would leave much to the choice of the pupil, believing that mental discipline and stability can be as well attained when the pupil is working on subjects congenial to him, as by compelling him to pursue a course of study which he dislikes, and which, perhaps, he is not naturally fitted to pursue.

I would endeavor in every way to awaken an interest in study as the beginning of all true culture, but would strive to do this, at the outset, by teach-

ing the pupil those branches which he will be likely to need in the ordinary duties of life. For this reason I would have book-keeping come early in the course. It furnishes an excellent means of reviewing arithmetic, and gives the pupil an opportunity to become acquainted with the common business forms, and much other information, which he might never acquire if this study came later in the course.

MR. F. A. HILL, OF CHELSEA.

There are already two gateways for admission to Harvard, and there will doubtless be more erelong. This fact encourages as many preparatory courses in our High Schools. Option in college means option in the High School.

MR. A. E. GIBBS, OF WESTFIELD.

I do not think our boys and girls are capable of making a wise choice in reference to the studies which they will pursue. They are governed largely by their real or conceived likes and dislikes, and hence are just as likely to choose those studies which are entirely above their comprehension as those fitted to their capacity. In fact, the chief labor of a High School principal consists in the necessity which he is under of restraining his pupils from just such unwise choices as I have alluded to. Nor do they understand, or even know, what their tastes are. I have a young lady who entered upon the study of Latin with the utmost reluctance, who finally yielded to my advice, although dissuaded from doing so by both her father and mother. After nearly two years of study of Latin and Greek, she has become one of the most earnest and enthusiastic students of the classics that we ever had. Nothing happening to prevent, she will graduate from the school the last of June, well fitted in both Latin and Greek to enter college. She must attribute her present love of the classics, and through them her general literary taste, solely to the fact that she was not allowed to make choice of what studies she would pursue. I might add that hers is not an isolated case.

At 10 o'clock, the sixth topic, "Should German be substituted for Greek, as a requirement for admission to college?" was taken up.

W. C. COLLAR, OF THE ROXBURY LATIN SCHOOL.

It should be borne in mind that the question whether it is expedient that Greek should be made optional in the college entrance examination does not involve the question of the value of classical education. Neither does it involve the question of the continuance of classical education. We should have no right to assume that, if German, for instance, were allowed as a substitute for Greek, all candidates for admission to college would choose to prepare themselves in German, nor that the study of Greek would be abandoned in college. And even if Greek were given up altogether, it is by no means to be inferred that Latin also would be discarded. There may be excellent reasons why we should retain one of these languages in our schemes of higher education, that could not be urged in favor of both.

The argument in support of Greek rests in the main upon these three propositions: —

The study of Greek is valuable for mental discipline. A knowledge of Greek is of great practical utility. An acquaintance with Greek literature is an invaluable intellectual possession.

The first and last of these propositions may be admitted without qualification, and the second cannot be wholly denied.

But in reference to the first it must be said that nearly all who study Greek first study Latin; and the question at once arises whether by adding Greek a more various and comprehensive discipline is gained. This question must be answered in the negative. It is manifest that the method of learning the two languages is the same. The same faculties of the mind are exercised; they are exercised in the same way, in the same order, and to the same degree.

Moreover, the concurrent study of the two languages makes it impossible to study either profoundly, and so hinders rather than helps in the discipline of the mind.

The practical utility of a knowledge of Greek is greatly overestimated. Less than five per cent of English words come directly from Greek, and no small part of these are familiar words; while a very thorough knowledge of Greek affords but slight assistance in recognizing the meaning of scientific terms.

It can hardly be maintained that Greek is indispensable for physicians, seeing that but a small per cent of them know anything of Latin; nor for the clergy, if, as the Rev. Henry Ward Beecher asserts, the function of the ministry is the saving of souls.

For the comparative philologist, and for a small class of teachers, undoubtedly a knowledge of Greek is not only desirable, but absolutely a *sine qua non.*

No one can doubt the value of a familiarity with Greek literature; but to acquire even a moderate degree of facility in reading Greek would demand such an increase in the amount of time given to Greek at present, as to exclude entirely other important subjects, even if it were attainable at such a sacrifice.

The amount of Greek read in our preparatory and college courses is equivalent to about two small duodecimo volumes of four or five hundred pages each, certainly not a fourth of what is needed to enable one to read a Greek author with ease and pleasure.

If any single modern language were to be substituted for Greek, the claims of German would be indisputable. Its relations to English are tenfold more intimate and important than are those of Greek, and these relations are not confined to the vocabulary merely, but extend also to its grammar.

For the scientific, professional, and literary classes, and indeed for large numbers in all the various spheres of life, German, in this country, is absolutely indispensable.

If German literature is inferior to Greek literature, it offers the great advantage of being accessible to students of moderate ability and industry. But there is danger of exaggerating the inferiority of German literature as compared with Greek. Several of the best German authors have hardly been surpassed in their own spheres, and not a little of the Greek that is commonly read is far from being of the highest order.

[Concluded in our next.]

AMERICAN INSTITUTE OF INSTRUCTION.

THE Forty-fourth Annual Meeting of the American Institute of Instruction will be held in the City Hall, Concord, N. H., on July 8th, 9th, and 10th, 1873.

ORDER OF EXERCISES.

Tuesday, July 8th. — 4.30 P. M. Business Meeting of the Directors at the Eagle Hotel. — 7.30. Opening Exercises, Reports, Appointment of Committees, etc. — 8.00. "Charles Dickens as a Reader;" by Prof. M. T. Brown, of Tufts College.

Wednesday Morning. — 9.00. Business Meeting. — 9.15. "History, and the Study of History in our Schools and Colleges;" by C. L. B. Whitney, A. B., late Graduate Scholar of Harvard University.

Discussion. — 10.15. "The use of Text-books in our Common Schools;" by Prof. Larkin Dunton, principal of Normal School, Boston, Mass.

Discussion. — 11.30 "Disused Expressions in English; their Origin and History;" by R. F. Leighton, A. M., principal of High School, Melrose, Mass.

Wednesday Afternoon. — 2.30. "The place of Natural Science in Education;" by Prof. W. N. Rice, of Wesleyan University.

Discussion. — 4.00. "Teaching the Invisible by means of the Visible;" by Rev. Mark Hopkins, D. D., LL. D., late president of Williams College.

Discussion.

Wednesday Evening. — 7.30. Business Meeting. — 7.45. "The English Language and its Characteristics;" by Prof. E. D. Sanborn, LL. D., of Dartmouth College.

Thursday Morning. — 8.30. Business Meeting, Report of Committee on Nominations, Election of Officers, etc. — 9.00. "The American Common School the National Instructor in Public Virtue;" by Rev. A. D. Mayo, of Springfield, Mass.

Discussion. — 10.30. A Paper by Hon. Amos Hadley, principal of Normal School, Plymouth, N. H.

Discussion.

Thursday Afternoon. — 2.30. "The Hieroglyphic Language of China;" by Chan Laisun, Chinese Commissioner of Education, Springfield, Mass. — 3.30. "Teaching of Natural History in our Public Schools;" by Prof. Sanborn Tenney, of Williams College. — 4.30. Discussion: "The Study of Greek as an Element of Liberal Culture." It is expected that this discussion will be opened by Prof. W. W. Goodwin or Prof. William Everett of Harvard University.

Thursday Evening. — 7.30. Unfinished Business, Report of Committee on Resolutions, and Brief Addresses by Representative Educators from different States. — A special invitation to attend this meeting and participate

in the discussions is extended, not only to all present members of the Institute, but also to all interested in the cause of Education.

Entertainment. — Ladies, members of the Institute, desiring free entertainment, should send in their names to some one of the Local Committee, consisting of the following persons: Rev. Elisha Adams, J. D. Bartley, Miss I. F. Nutter, Miss S. R. Moulton, and Miss C. B. Cottrell.

To Members of the Institute. — The Hotels will furnish accommodations at the following rates: Eagle Hotel at $2.50 per day; Phenix Hotel at $2.00, and the Elm House at $1.50.

Railroad Fares. — Free return tickets will be given to *members* coming over the Boston & Albany R. R., west of Worcester, also over the Boston & Montreal and Maine Central.

Round Trip tickets, at reduced rates, for Concord, can be purchased at Worcester, Portsmouth, Newmarket Junction, Lawrence, Manchester, and at the office of the Boston & Lowell R. R. in Boston.

M. C. STEBBINS. PRESIDENT,
Springfield, Mass.

W. E. EATON, SECRETARY,
Charlestown, Mass.

NATIONAL EDUCATIONAL ASSOCIATION.

STATE HOUSE, NEW HAVEN, CONN.,
June 7th, 1873.

THE Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th, and 7th days of August, 1873. Free return tickets are promised on the Erie and other Railroads centring in Elmira. A cordial invitation to hold the meeting in that city has been received, signed by the Mayor and Aldermen, and sixty-five prominent citizens, including judges, editors, presidents of banks, clergymen, lawyers, and the officers of Elmira College. A warmer welcome was never promised to the Association. No effort will be spared to render this meeting interesting and profitable. A large attendance is anticipated. The morning and evening of each day will be occupied by the General Association, and the afternoon by the four Departments. The exercises will begin at 10 o'clock, Tuesday A. M. After very *brief* introductory exercises, the Association will proceed at once to business. No time can be spared for elocutionary or musical entertainments. To give time for the thorough discussion of the topics presented, the several papers including them should be short, not occupying more than twenty-five or thirty minutes. As an Educational Conference, this meeting should invite a comparison of views by representative men from all parts of the country. To this end the discussions should be a prominent as well as attractive part of the exercises. The need of conden-

sation and brevity is earnestly commended to all who take part in the proceedings.

GENERAL ASSOCIATION. — 1. "Ought the Chinese and Japanese Indemnities to be refunded unconditionally, or devoted to specific Educational purposes?" In the discussion of the question, Mr. Chin Laisun, of Shanghai, will speak of the New Educational Movements of China, and Prof. E. H. House, of the Imperial College of Tokei (Yeddo), on "The Educational Plans of Japan." — 2. "Upper Schools," by Dr. James McCosh, President of the College of New Jersey. Discussion opened by Samuel Fallows, Superintendent of the Schools of Wisconsin. — 3. "How much culture shall be imparted in our free schools?" by Richard Edwards, President of the Normal University of Illinois. Discussion opened by J. P. Wickersham, Superintendent of Schools of Pennsylvania. — 4. "Should American Youth be Educated Abroad?" by M. H. Buckham, President of the University of Vermont. Discussion opened by H. B. Wilson, Superintendent of Schools of Minnesota. — 5. "Education in the Southern States," by Hon. J. C. Gibbs, State Superintendent of Schools, Florida. Discussion opened by E. H. Fairchild, President of Berea College, Kentucky. — 6. "Co-Education of the Sexes," by President White, of Cornell University. — 7. "The Relation of the General Government to Education," by Prof. G. W. Atherton, Rutgers College, N. J. Discussion opened by John Hancock, Supt. of Schools, Cincinnati. — 8. "Educational Features of the Vienna Exposition," by Prof. J. W. Hoyt, of Wisconsin.

NORMAL DEPARTMENT. — A. G. Boyden, Bridgewater, Mass., *President.* — "The Duties and Dangers of Normal Schools." Richard Edwards, President State Normal University, Illinois. — "Elementary and Scientific Knowledge." John W. Dickinson, Principal State Normal School, Westfield, Mass. — "Training Schools — Their place in Normal School work." Miss Delia A. Lathrop, Principal Training School, Cincinnati. — A Paper on "The relative contribution of scholarship and the methods to the power of the teacher," by Henry B. Buckham, Principal State Normal School, Buffalo, N. Y. — The following questions are also presented for discuscussion: — "To what extent and in what ways ought a Normal School to conform its plans to the wants of the region in which it is located?" — "What should the Normal School aim to accomplish in the teaching of Natural Science?"

DEPARTMENT OF HIGHER INSTRUCTION. — J. D. Runkle, Boston, *President.* — 1. "National University;" by Charles W. Eliot, President of Harvard University. — 2. "Study of the Classics;" by Prof. Edward S. Joynes, of the Washington & Lee University, Virginia. — 3. "A Liberal Education for the Nineteenth Century;" by Prof. W. P. Atkinson, of the Institute of Technology, Boston.

DEPARTMENT OF ELEMENTARY SCHOOLS. — N. A. Calkins, New York, *President.* — Two Papers on "Elementary Reading." 1. "Thought and Sentence Method;" by G. L. Farnham, Superintendent Public Schools, Binghamton, New York. — 2. "Phonetic Method with Pronouncing Or-

thography, in its relations to other Methods;" by Dr. Edwin Leigh. Discussion of the subject to follow the last paper. — 3. "Arithmetic — Principles and Methods of Illustration;" by M. McVicar, Principal of the State Normal Training School, Potsdam, N. Y. — 4. "How may the Elementary School Institution be made most useful to the future citizens?" by H. F. Harrington, Superintendent of Schools, New Bedford, Mass — 5. "What number of school hours, daily, is most profitable to children under ten years of age?" by Andrew J. Rickoff, Superintendent of Schools, Cleveland, Ohio.

QUESTION FOR DISCUSSION. — "How may pupils in Elementary Schools be trained to speak and write our language correctly?"

DEPARTMENT OF SUPERINTENDENCE. — W. T. Harris, St. Louis, *President.* — Details soon to be announced.

The Hotels reduce their rates to members of the Association about one dollar a day, as follows: at Rathburn House, $3 per day. Frazer, Delevan, and Hathaway, each $2.50. The Lyon House, $2.

BIRDSEY GRANT NORTHROP, *President.*

S. W. WHITE, *Secretary.*

MILTON ON THE CORRECT USE OF LANGUAGE. — Nor is it to be considered of small consequence what language, pure or corrupt, a people has, or what is their customary degree of *propriety* in speaking it — a matter which oftener than once was the salvation of Athens; nay, as it is Plato's opinion that by a change in the manner and habit of dressing, serious commotions and mutations are portended in a commonwealth, I, for my part, would rather believe that the fall of that city and its low and obscure condition followed on the general *vitiation* of its usage in the matter of speech; for, let the words of a country be in part *unhandsome* and *offensive* in themselves, in part *debased* by *wear*, and *wrongly uttered*, and what do they declare, but, by no light indication, that the inhabitants of that country are an indolent, idly-yawning race, with minds already long prepared for any amount of servility. On the other hand, we have never heard that any empire, any state, did not at least flourish in a middling degree as its own *liking* and *care for its language* lasted. — Vol. I, 739.

A CAUTION.

I WAS fond of all my teachers when I went to school, but Miss E. was my favorite. She was a friend of my mother, beautiful, — I thought so, at least, — and was in my mind the embodiment of goodness and learning. She taught our school several summers, and gave, so far as I know, entire satisfaction. The picture in memory, as I think of her, at the distance of fifty years' would be perfect but for one blemish which will not "out."

It was about three or four weeks before the examination that the first class in grammar began to parse the fable of the "Bears and the Bees," in the old English Reader, —

> "As two young bears in wanton mood,
> Forth issuing from the neighbouring wood,
> Came where the industrious bees had stored
> In artful cells their luscious hoard," etc.

We parsed it once, taking ten or twelve lines for a lesson, and then we parsed it again. "Shall we parse this lesson examination day?" said the boy who sat at my right hand, and whose thoughts always dropped out when he opened his mouth. "I don't know," said Miss E., "where you will parse examination day." And so it rested; but we were kept drilling upon that same piece, pummelling away at the young bears, and governing them by all sorts of grammatical expedients, till "that day for which all other [school] days were made," arrived. When the committee and visitors were seated, Miss E., taking the Reader and turning carelessly over its pages, said, "The first class in grammar may look at the piece on such a page, and be ready to parse it." The page of course let loose the bears, and we did n't study it, feeling sure that we could do what we had already done so often. After going through the other studies, — reading, spelling, arithmetic, etc., — the class in grammar was called. Parson E., who always attended the examinations, and was the only member of the committee that understood the mysteries of "the indicative mood, present tense, third person singular," picked out all the difficult words, which we disposed of with much less trouble than the young bears had in their raid upon the "luscious hoards" of the bees. The lesson over, Parson E. said to the teacher, "That is an excellent class, Miss E.; they do their teacher much credit."

"I gave out the lesson," said Miss E., "since the committee came in." I opened my eyes a little wider than usual. It did not occur to me then, that the teacher was practising deception. I should have shrunk from any such suggestion with reference to Miss E. I did not speak of it to any one; but I could not get it out of my mind, till gradually it appeared in its true proportions, — deception. That was the last summer that I went to school. Miss E. lived in the village, where I often saw her, and was always kindly recognized by her. She was afterwards married, and lived in a neighboring town. I met her frequently for twenty-five years, but I never saw her without thinking how it sounded when she said, "I gave out the lesson since the committee came in."

PHILOSOPHY AND RELIGION. — "Were I to advise any student of Philosophy, I would say to him that philosophy should not consent to narrow the field of her inquiries, but that she should learn circumspection and caution from the past. What man can know, what man ought to do, and what man is, and what he may hope to be: these are the questions about which philosophy has been busy from old time. Let her abandon none of them. Philosophy is but wise and disciplined thought upon the subject on which all men think. The minds of men left to their own natural working will never cease to think on these things; and if philosophy should cease to attempt to think wisely on them, she abandons her position as a guide. She has been to blame for the carelessness of her procedure, for the overweeningness of her pretensions; but the remedy is soberness, not scepticism. It is, after all, an evil that in some directions we fail to attain certainty by mere thinking. To me it appears that the philosopher, after he had shut out all that sensation did not record, and after he had examined all the sensible world, and with all his sensations sorted and tied up and labelled to the utmost, might chance to find himself the most odious and ridiculous being in all the multiform creation. A creature so glib, so wise, so full of discourse, sitting in the midst of creation with all its mystery and wonder, and persuading you that he is the master of its secrets, and that there is nothing but what he knows; you can imagine the self-satisfaction that would beam out in his smile. If he were as yet possible, we should attend his lectures probably, and, catching some reflection from the light of his self-esteem, we should be proud that we too knew the secret of things. But we should attain this only by much self-suppression, and nature will not be suppressed forever. There is the eternity behind us out of which we came; there is the eternity before us, into which we are speeding; there is our idea of God, and with it a faculty of obeying God and loving him, whom no man hath seen; there is our desolate sense of the incompleteness of this life, with its interruptions, its fragmentary hopes and plans, its heart-breaking separations; there are our yearnings for another life hereafter that may not be incomplete, but may answer to all that is noblest and best in our desires and longings. It is all very well to say that we will have no knowledge but what is certain knowledge, but the very fact that I can think upon these awful things lays on all the necessity of seeing them. And the things which stir my spirit most are not always the clearest things, for which you have found the arithmetical formula; but they are loves and hopes, and the wish to live the highest life that is possible. As in nature the picture that you see is not broad light and dark, but a thousand tender tones and hues melting into each other, and vibrating together between the light and the dark, — so is the mind of man. Philosophy, while she is teaching morals and religion, will soon come to a point where her teaching ends; and she will confess that in order to know duty, a life of duty must be lived, and in order to know God the soul must learn to love Him." — *Archbishop Thomson.*

INTELLIGENCE.

MASSACHUSETTS.

BOSTON. — Hon. John D. Philbrick has been honored with an appointment as chief of the Educational Department of the United States at Vienna, and he writes that our interests will not suffer at all from comparison with the educational departments of the other countries of the world. The chart, prepared at the expense of Mayor Pierce, representing the educational facilities of Boston, will probably bear off the palm.

Boston University is making long strides by way of departments. The School of Theology is the oldest, and has attained very considerable proportions, and offers excellent advantages. The School of Music is flourishing, and proves the wisdom of those who thus early established it. The School of Law, with Hon. Geo. S. Hillard, LL. D., as dean, is at once a rival of the best law schools in the country. The School of Medicine, with Dr. I. T. Talbot as dean, presents an array of homœopathic talent which can but demand a full class. We are pleased to notice the name of one recently in our profession, Chas. R. Brown, M. D., late of the Phillips School, Salem, as lecturer before the school. Though the teacher's profession numbers one less earnest worker, we are glad to see him taking such a stand among the physicians of Boston. The School of Liberal Arts, with John W. Lindsay, D. D., as dean, must be a popular and powerful school, with such men as Prof. A. H. Buck, of the Boston Latin School, for the department of Greek; Prof. T. H. Kimpton, of the Chicopee High School, for the department of Latin; and Prof. Lewis B. Munroe for the department of oratory.

The Musical Festival of the city schools was a grand success; the audience was large, and composed of first-class literary and musical talent. No city in America is doing for the musical education of the children what Boston is, and all appreciate it. The results warrant the expenditure.

The exhibition of drawings in Horticultural Hall this year was very satisfactory and encouraging.

LAWRENCE. — Few cities have been more favored than this in its High and Grammar School principals, and best of all, their work has been fully appreciated by the citizens. Albert C. Perkins, Esq., has been principal of the High School for several years, during which time he has been constantly sought by other places. College professorships have been tendered him, but his love for Lawrence and his school kept him. Chelsea made him a tempting offer, but the committee of Lawrence raised his salary from $2,000 to $3,000, and since then his ear has been deaf to all entreaties until invited to Phillips at Exeter, with a salary second only to Harvard's president, when he accepted the call. Mr. Perkins enters his new field of labor in the Fall.

Mr. Brewster of the Grammar School has been equally popular in his sphere of work, and now *rumor* has it that he retires, on account of failing health, to accept of a tempting mercantile offer.

GLOUCESTER. — Mr. H. M. Willard, superintendent of schools, has been tendered the principalship of the Lawrence High School, but we understand he will not accept. From our personal acquaintance with Mr. Willard as a scholar, as a teacher, and as a man, we hazard nothing in saying that, can he be secured, there is no better man in Massachusetts as successor to Mr. Perkins.

CHELSEA. — Helen M. Souther is elected first assistant in the Williams School. Hon. Rufus S. Frost has presented the schools a bust of B. P. Shillaber, Esq.

The number of pupils in each school is as follows: Shurtleff, 527; Williams, 583; Carter, 323.

Pupils from out of town are to pay $30 per annum. —— The present term closes July 3, and the next term begins Sept. 1. —— School appropriations, $65,000. —— The exhibition of drawings was fine, there being 2,000 drawings on exhibition.

CHARLESTOWN. — The High School Association recently gave a most enjoyable social entertainment.

The annual exhibitions of the High and Grammar Schools will be held on Monday, Tuesday, Wednesday, and Thursday preceding July 4th.

An exhibition of drawings will be given in each school, and specimens of the work of the Evening Drawing School will be exhibited in the High School house.

Miss Coombs, assistant in the High School, has resigned; also Miss Humphrey, of one of the Primary Schools. It is understood that Mr. Brown, of the High School, will visit Europe, where he intends to remain some three years.

CAMBRIDGE. — The sum of $100 was realized by the pupils of the Webster Grammar School, from their entertainment at Union Hall, Thursday evening.

LYNN. — The High School reunion was a pleasant affair. —— Several changes in text-books in the High School have passed the Board, as has a change in geography for the Grammar Schools.

SALEM. — The question of superintendency is at last settled, and well settled, by the unanimous choice of Mr. A. D. Small, late of Newport. Few men could have been found who would bring as much natural ability, love for the work, and valuable experience as Mr. Small. Teachers, scholars, committees, and citizens are alike fortunate in this selection. Salary $2,500. Chas. S. Osgood fills the place of Wm. P. Goodhue upon the school board.

The exhibition of drawing was highly satisfactory. The teachers were Prof. Hoyt, of the Institute of Technology, Mr. J. W. Thyng, of Salem, and Miss Carrie West. Drawing has been taught but one year, and the results were remarkable: pleasing the parents as well as art-critics.

CHATHAM, CAPE COD. — Mr. George has had charge of the High School, Miss Bessie M. Young of the grammar department, and Miss Helen M. Crowell of Grammar School No. 2.

ORLEANS — The school committee unanimously elected Rev. Chas. E. Harwood as superintendent of schools. Mr. S. C. Smith is in charge of the Yarmouthport High School.

PEABODY. — Miss S. J. C. Needham, second assistant in the High School, is in Berlin for a few months, pursuing her studies. Her place is supplied by Miss A. E. Whittemore. —— Hereafter the Peabody School year begins in September. —— An increase of $150 in salary has been voted to the Grammar masters, and an increase of $100 to each of the female teachers below the High School. —— The last report shows thirty-six teachers employed, 1,019 pupils in average attendance. —— Mr. Fitch Poole, the librarian of the Peabody Institute, retires from the School Board this year after serving twenty-six years.

MAINE.

We congratulate Prof. G. T. Fletcher upon getting into his new school building in connection with the Eastern State Normal School. Gov. Perham and superntendent Johnson were present at the dedication, and made speeches fitted to the occasion.

Ex-Governor Coburn, of Skowhegan, has given $5,000 to the Industrial School for Girls.

Prof. Hamelin, it is said, will not accept the professorship at Bowdoin.

Linneus has voted to have a free High School, and appropriated money therefor.

Henry M. Heath, of Gardiner, is now preceptor of the academy at East Machias.

John B. Carter, of Orland, is teaching his one hundred and fifth term.

The Farmington Normal School closed June 13th.

North Seal Cove has a new school-house. —— The new buildings for the Classical School, Hallowell, are nearly completed. —— Auburn is to have a new school-house; so is Lewiston.

GENERAL.

FRANK L. STEVENSON, son of Maj. John L. Stevenson; Benj. I. Butler, son of Gen. Butler, and Wallis O. Clark, son of W. G. Clark of Chelsea, were the only young men accepted from the Massachusetts recommendations to West Point. —— Fred O. Ripley, of West Bridgewater, a recent graduate of the Normal School, has been elected teacher of the Grammar School in Canton, Mass. —— C. C. Coffin — "Carleton" — has been offered $6,000, gold, as salary for editing a paper in Japan. —— David H. Gibbs, of Bridgewater, has been appointed master of a Grammar School in Woburn. —— Clinton, Mass., is overcrowded with children, and new school-houses are to be built. —— Texas school-houses are fast burning up. —— Milwaukee teaches German as early and regularly as English; more than half the population are Germans. —— One half the children of Ireland above five years of age are unable to read or write. —— Pennsylvania will have ten Normal schools before the close of the season. —— Saxony obliges all the people to become educated to a certain degree, and makes attendance upon evening schools compulsory with all uneducated. —— Iowa has a school fund of $3,000,000 already. —— Michigan had but one man to oppose the appropriation of $30,000 for current expenses of the Normal School. —— The school superintendent of Florida is a colored man. —— Rev. Dr. Cooke, of Wilbraham, has sued the "Holyoke Transcript" for $8,000 damage for libellous strictures on his management of the school during an epidemic. —— All but thirteen of the boys escaped from Westboro' are returned. —— Mr. Poland, principal of the Salisbury High School, is popular with committee and parents, and the enthusiastic pupils made him a handsome present recently in testimony of their esteem. —— Lizzie P. Sweetser has been teaching as assistant in the Provincetown High School. —— English will supersede Japanese in Japan. —— The Rogers High School building of Newport, R. I., is to be a most creditable addition to the public buildings of the state. The bequest was $100,000. —— There are three hundred and twelve students in the Georgia University. —— Hon. Oakes Ames left $50,000 to the schools in No. Easton. —— Chief-Justice Chase gave $10,000 to Dartmouth College. —— Illinois legislature appropriated $1,000,000 for schools.

COLLEGIATE.

WHITELAW REID, of New York, delivered the annual address before the Miami University, Oxford, Ohio. —— Yale is one hundred and seventy-three years old. President Porter delivered the baccalaureate sermon this year. —— Brown University is one hundred and fifty years old. —— Trinity College, Hartford, Conn., has invited Rev. E. C. Bolles, of Salem, to deliver the oration this year. —— The forty-eighth anniversary of Hobart College, of Geneva, N. Y., was favored with an oration by Rev. Dr. T. W. Gibson, of Utica. —— Madison University of Hamilton, N. Y., is fifty years old and healthy. Rev. Dr. Alvah Hovey, of Newton Centre, Mass., delivered the

sermon. —— St. Lawrence University, Canton, N. Y., is seventeen years old. President Miner, of Tufts College, delivers the address before the theological school. —— The thirty-fourth anniversary of McKendree College, Lebanon, Ill., was held June 8. —— Rev. Dr. S. K. Cox delivered the address before the Roanoke College, Va. —— Phillips Exeter Academy numbers one hundred and sixty-two this spring term. —— Miss Julia S. Haskel is the salutatorian at Kimball Union Academy, N. H., this year. —— The closing exercises of the Newton Theological Seminary this year were very interesting. Prof. Gould addressed the graduating class. —— Prof. Young, of Dartmouth, has a battery of thirty-six cells, once used by Franklin. —— Cecil F. P. Bancroft, now in Germany, has been elected principal of Phillips Andover Academy. May he well fill the place so long honored by Dr. Taylor. —— Prof. Clark Seelye, of Amherst College, still has under advisement the presidency of Smith Female College at Northampton. —— President Miner preached the baccalaureate sermon before Tufts College at its nineteenth anniversary. —— Rev. H. M. Parsons addresses the alumni of Williston Academy, Easthampton, Mass., this year. —— Wesleyan Academy, Wilbraham, Mass., had a good time at their anniversary this year. Addresses were made by Prof. Geo. Prentice and B. G. Northrop, of Conn.

HARVARD. — Col. J. D. Washburn, of Worcester, is appointed chief marshal; Hon. E. R. Hoar is president of the Alumni Association, and presides at the annual dinner; John Fisk, LL. D., is appointed assistant librarian; Geo. L. Goodale, assistant professor of vegetable physiology and botany; F. E. Anderson, assistant professor in Greek; Geo. H. Palmer, assistant professor in philosophy; Clement L. Smith, Wm. Everett, and James B. Greenough, assistant professors in Latin; J. K. Paine, assistant professor in music; and Stacy Baxter, teacher of elocution.

Books.

FLOWER OBJECT LESSONS; OR FIRST LESSONS IN BOTANY. A familiar description of a few Flowers. From the French of M. Emm. Le Maout. New York: Wm. J. Read. 1873.

We have not been able to get a copy of the original with which to compare this translation, and hence must criticise it merely as it appears to us in its English dress.

With Professor Gray's "How Plants Grow" and "How Plants Behave," and Miss Youmans' "First Lessons in Botany" already in the field, one naturally inquires with some surprise, what claim upon our attention another work of a similar character can possibly have. To take the place of either of the works above mentioned, it must certainly have extraordinary merits. From the preface and introduction, we infer that it is intended for a very young class of pupils. Madam Kriege is quoted as saying, "I have no doubt that it is a great advance upon former botanies for beginners: and for the older children of the kindergartens, say from five to seven, would be highly useful." Mr. John L. Russell, botanist, welcomes the work "as the harbinger of a new era in the study of Botany." We look then for something new and striking. We first turn the pages and glance at the illustrations, just as a child would do. We find them simply execrable. They

appear to be reduced copies taken from the foreign work by one of the new and cheap processes known to modern printing. Many of them are much blurred and very indistinct. On page 38, is an illustration of the pea-flower with the marks "ai," "ét," and "car," evidently abbreviations for the French words "aile," "étendard," and "carène."

Next, our eye lights upon the statement in the introduction, that "Not a technical word is introduced"; and further on "The student is not required to learn a number of technical terms before he can make any progress, but receives them only as they are needed, etc." This is cheering; and we are curious to see how a science can be taught, even in its merest rudiments, without technicalities, having a suspicion all the while that to know the right names for things, or at least appropriate names, is an important feature in the acquisition of any science, and fearing, too, that the author may overshoot the mark in aiming at simplicity. The promise of the introduction is kept, at least to this extent, that the pupils are carefully kept in ignorance of the technical terms calyx, corolla, stamen, pistil, sepal, petal, filament, anther, pollen, ovary, style, and stigma, although they will have to observe in the illustrations, such mysterious marks as "stig," "styl," "ov," and the French abbreviations mentioned above. Now mark what terms the poor, unoffending child has got to use all through the course of instruction provided by this book; — "exterior envelope," "interior envelope," "powder wands" (even so), "central column," "organ containing the seeds," and so on. We venture to suggest that these terms need quite as much explanation before they will be rightly applied by the child, and are quite as difficult to remember, as the proper technical terms. Nevertheless, we give the translator credit for a considerable degree of ingenuity in the instances we have cited, and in some others, and we only regret that the same care was not taken to avoid such words and phrases as "impregnation," "sterility," "indentation terminating the central column," "rounded protuberances," "community of origin established between these parts," "recurved" (technical?), "preliminary evolutions," "phenomenon." Many other hard words and infelicities of expression might be cited, but these are enough. Our idea of simplicity of style is well exemplified in the following quotation, from "How Plants Grow." Describing the use of pollen, the author says: "Upon this stigma, some of the pollen, or powder from the anthers, falls and sticks fast. And this somehow enables the pistils to ripen seeds that will grow." Contrast this with the way our author puts it. After describing an experiment with melon vines, he sums up in such language as this: "Thus it is proved that the powder in the sacks is indispensable to the fruitfulness of the inflated flowers. This experiment, and many others no less convincing, which you will learn in their order, have shown, in a decisive manner, that plants are reproduced from real eggs, called seeds, and that the fine powder contained in the little sacks (of which powder you may, perhaps, have seen in the gilly-flower, some grains collected on the surface of the little indentation terminating the central column) has for its use the impregnation of the seeds." Comment is unnecessary. These two sentences, "The general character of all these flowers are really the same," and "The number of these powder-wands vary from five to ten," need grammatical revision.

These lessons are by no means barren of useful hints as to methods of procedure in examining plants with a class of children. Some good advice is also given in the preface and introduction. If the teacher is a novice in the study of botany, he may read this book with profit, learning himself how to examine and compare specimens, as well as how to present the subject to his class. He will probably not be slow to find out that the language he uses before his class must be

very different from that of the book, and we hope he will agree with us that "powder-wand" and "exterior envelope" are poor substitutes for stamen and calyx.

It is ungracious to say hard things of a new book in these days of "genial" criticism, yet we do not honestly think that "Flower Object Lessons" is by any means the best book of its kind. The intention of it is good (always excepting the fallacious notion that technical terms need be a hinderance to young pupils), but the execution of it is in many respects faulty.

GOOD MORALS AND GENTLE MANNERS. For Schools and Families. By Alex. M. Gow. Published by Wilson, Hinkle & Co.

We remember a little book, a favorite with young people when we were a boy, called the "School of Good Manners," which we have not met with for some years, and which, from certain indications, we think must be out of print. Mr. Gow has given us a book which reminds us of it, though his book is somewhat fuller than that. It treats of manners as a branch, or rather the outgrowth of morals; and illustrates, by interesting anecdotes, the connection between them.

In addition to this, it gives definite instruction on points of etiquette, relating to the street, the church, the lecture-room, and the requirements of social law as practised by "good society" in all the relations of cultivated life. Whether the book will be introduced into our schools as a class-book, may be questioned. But there can be no doubt that a teacher may use it with good effect, and that it will be found interesting and valuable in every family.

M. TULLI CICERONIS DE OFFICIIS LIBRI TRES. With Explanatory Notes by E. P. Crowell, Moore Professor of Latin, in Amherst College. Philadelphia: Eldredge & Brother.

This volume adds another to the "Chace and Stuart" Series, so well known to the teachers of American classical schools. It is perhaps sufficient to say of it, that it is worthy of the place which it occupies in the "model" series of Latin classics. The notes are copious, but not too much so. The editor has not expended his whole force upon technical grammar, nor has he omitted to give that attention to it which is required in elementary instruction. In matters of archæology and biography, he has been particularly faithful, and he has been careful to give this information "where it will do most good." There is one feature of the book which deserves especial commendation, and that is the scholarly introduction to the notes and the exhaustive analysis of the course of thought.

We are more inclined to notice this excellence because in the volumes of this series edited by Prof. Stuart, there seems to us to have been a neglect. The introduction to the several orations is quite too meagre, and there is no outline of the course of thought. We confess that we have always been partial to the very minute Latin analysis of Voëllus, first published by Olivet, and republished in this country by Folsom. Every teacher must have noticed how difficult it is for pupils, after reading a book of Cæsar or Virgil, or an oration of Cicero, in short portions, to give an outline of the argument or course of thought. Their vision is microscopic, not telescopic. They are in a measure compelled to inspect words, sentences, and clauses, and they very naturally if not necessarily fail to regard the relation of sections, paragraphs, and chapters. George Long, in one of his books, speaks of the importance of a scholar's grasping the whole of a book or an oration, and accordingly recommends that after a considerable portion has been read in successive lessons, it should be all re-read at a single sitting.

But we need not go to Prof. Long. Prof. Chace, the senior editor of this series, has given admirable illustrations of our meaning in the volumes which he has edited. Not only in his Virgil has he given a careful analysis of each book,

but even in the odes of Horace he always gives his reader the scope of the poem.

The "Chace and Stuart" series now extends to twelve volumes. We are not informed whether others are contemplated. Prof. Chace, however, owes it to himself and the public to prepare a volume which shall be indispensable to the reader of any one of the series. We want to see a volume which shall, as it were, bind the whole together as a kind of picture of the Augustan age.

It is not enough to say that we can get this from Arnold, Niebuhr, Long, Meirvah, Bekker, and others. Hundreds of teachers who use these volumes have no access to such collateral aid. Prof. Chace can do for this period something like what Taine has done for the great epochs of our English literature. A volume of history, geography, and archæology, not in the form of vocabulary, but drawn from the numerous allusions in this series, would be of priceless value to the classical student. How much is yet to be done for the valley of the Po, to bring out all the beauties or even all the meaning of Virgil. And how much yet remains to be done for the bay of Naples. Few boys and girls, we fear, who have read the Æneid, know enough of Italian topography to enjoy it. Now, Italian geography is valuable, not only for the Augustan age, but for all historic times. It cannot be too carefully or too minutely learned.

The author of "Hellas" is able to do this work and do it well, and we hope he will not consider himself acquitted of his obligations to the public until he has performed this duty.

TABLE OF LATIN SUFFIXES AND A LIST OF PREFIXES. With Illustrative Examples, Prepared by Amos N. Currier, Professor of Latin in Iowa State University. Philadelphia: Eldredge & Brother. 1873.

The author is quite right when he says in the preface, "It has seemed to me that *word formation*, as a means of *word knowledge*, has not received an attention commensurate with its importance in the Latin grammars designed for school use." He has accordingly arranged these tables. They are in three parallel columns: the first column containing the suffixes in alphabetical order; the second, the base; and the third, the signification, with the illustrative examples. Nouns, adjectives, verbs, and adverbs are, of course, separately treated. Occasionally there appear to be obscurities in statement or arrangement, but perhaps a more careful study, with daily use of the book for a little time, would convince us that this criticism is not well founded.

We have no doubt that the book may be made very useful. The alphabetical arrangement will make it easy for the student to find what he wants, and in many of the grammars it is often quite difficult to find what one wants under the head of derivation.

The illustrative examples will also be a great help. We wish there could be a great many more of them, for "*Breve est iter per exempla.*"

Any attempt to aid the study of Latin by bringing into prominence the subject of derivative formations, ought to be encouraged. We hope this book will be widely used.

LOGICAL BOOK-KEEPING. A New Exposition of the Theory and Practice of Double Entry Book-Keeping. By E. G. Folsom, A. M. New York: A. S. Barnes & Co.

In these days of endless book-making, this treatise may well be considered a marvel, as it is really what the author claims, a "new exposition." This fact alone should command the attention of every live teacher. Being the fruit of the ripe experience of a practical teacher, it may almost be said to have stood the test of the school-room. The business-man and the teacher will be gratified to find in it the subject raised to the dignity of an *exact science*. Its plan is simple, natural, and thoroughly rational. Its generalization and classified analysis are

quite unique. It is possible that its language, severely close and logical at times, may be found unsuited to the comprehension of the younger class of pupils, yet by the intervention of a skilful teacher we think it will be found perfectly wieldy.

We cannot in a brief notice give any adequate idea of its peculiar plan, but we most cordially commend it to the attention of every teacher as worthy careful examination.

OUR YOUNG FOLKS FOR JULY. An excellent number of this popular magazine. The transition from this to the "Atlantic" is as easy and natural as from youth to manhood.

THE NURSERY FOR JULY. Fresh and new as ever, and full of interest to children. The first step in periodical literature, leading by easy gradations through "Our Young Folks," to our first-class magazines for children of a larger growth.

HARPER'S MAGAZINE FOR JULY, is a rich number, opening with "Jack Ashore," full of interest, and beautifully illustrated. "National Standards and Emblems," also illustrated, is interesting and instructive. Then follows "Sicily and the Sicilians"; several chapters from Charles Reade's "Simpleton"; Lossing's paper on the "Signers of the Declaration of Independence"; "Gen. Sherman in Europe and the East," and other interesting articles, besides the good things found in the "Editor's Easy Chair," etc. A. Williams has it.

SCRIBNER'S MONTHLY FOR JULY contains "The Great South," by Edward King, and "Low Life in Berlin," by Wm. Wells, both finely illustrated. Of the other articles, "What America has done for Woman," and "The Religious Sentiments of Abraham Lincoln," among others, have much interested us. It is an excellent number.

LIPPINCOTT FOR JULY, has a rich table of contents, including "The New Hyperion," and "From Philadelphia to Baltimore," with fine illustrations, — two chapters of "Our Home in the Tyrol," by Margaret Howitt; two chapters of a "Princess of Thule," by Black, and other interesting matter. An unusually good number.

THE JULY NUMBER OF THE ATLANTIC MONTHLY contains just the reading for the season: "A Roman Holiday," by H. James, Jr. "A Norse Romance." "The Presidential Election of 1800," by Parton. "An Old English Home." "Educating a Wife," by R. Dale Owen, though she finally slipped through his fingers, and did n't become *his* wife. "Honest John Vane," "An Amateur Supe's Story," Early Canadian Miracles and Martyrs," and "Miss Eunice's Glove." The poetry includes "The Friend's Burial," in Whittier's best vein. The notices of Recent Literature are discriminating, but genial.

THE HERALD OF HEALTH. This is an interesting and valuable magazine. It is an educational work, like our own, only it puts the "culture of the body" before that of "the mind, as, perhaps we ought to." It contains much that will interest and benefit every teacher.

BOOKS RECEIVED.

SELECT ORATIONS OF CICERO. Edited by Allen & Greenough. Published by Ginn Brothers.

NATURE AND UTILITY OF MATHEMATICS. By Charles Davies, LL. D. Pub. by A. S. Barnes & Co.

A CHANCE ACQUAINTANCE. By W. D. Howells. James R. Osgood & Co.

HAP HAZARD. By Kate Field. James R. Osgood & Co.

JOHN STUART MILL; HIS LIFE AND WORKS. A MEMORIAL. James R. Osgood & Co.

SWINTON'S WORD PRIMER. Pub. by Ivison, Blakeman, Taylor & Co.

MAY. By Mrs. Oliphant. Pub. by Scribner, Armstrong & Co.

A notice of the above is necessarily postponed to our next number.